DOCUMENT RESUME

ED 342 856 UD 028 562

TITLE	Harmony in Career Learning and Scholastic System (Project HI-CLASS) 1989-90. OREA Final Evaluation Report.
INSTITUTION	New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE	Aug 90
CONTRACT	T003A80262
NOTE	15p.; For 1988-89 report, see ED 319 874.
AVAILABLE FROM	Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Bilingual Education Programs; *Career Education; *Chinese Americans; Economically Disadvantaged; *English (Second Language); Extracurricular Activities; High Schools; *Hispanic Americans; Immigrants; Job Skills; *Language Arts; *Limited English Speaking; Parent Participation; Program Evaluation; Spanish Speaking; Urban Schools
IDENTIFIERS	New York (Manhattan); New York (Queens); New York City Board of Education; Project HI CLASS NY

ABSTRACT

An evaluation was done of New York City Board of Education's Project Harmony in Career Learning and Scholastic System (Project HI-CLASS) for 1989-90. In its second year of a funding cycle, the project offered 635 Chinese- and Spanish-speaking high school students of limited English proficiency instruction in English as a Second Language (ESL), Native Language Arts (NLA), and bilingual content area subjects. The project also offered student support services (career advisement, counseling, and extracurricular activities), staff development, and strong parent involvement activities. The program operated at Liberty and Lower East Side Prep High Schools in Manhattan and at Richmond Hill High School in Queens. The evaluation found that the project was fully implemented. Students received instruction in ESL, NLA, and bilingual content area subjects. The project's support services, extracurricular activities, staff development, and parent involvement components did take place. From records and testing data, the evaluation found that the project met its objectives for content area instruction, attendance, career advisement, attitude toward school, attitude toward students' own heritage, extracurricular activities, and guest speakers. It only partially met its dropout prevention goal; failed to met a staff development objective; and provided no data to evaluate ESL, NLA, and other staff and parental involvement goals. Three tables are included. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED342856

OREA Report

HARMONY IN CAREER LEARNING
AND SCHOLASTIC SYSTEM
(PROJECT HI-CLASS)
Grant Number: T003A80262

1989-90

FINAL EVALUATION REPORT

VD 028 562

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
R. Tobias
NYC Bd. of Ed.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NEW YORK CITY BOARD OF EDUCATION

Gwendolyn C. Baker
President

Irene H. Impellizzeri
Vice President

Carol A. Gresser
Westina L. Matthews
Michael J. Petrides
Luis O. Reyes
Ninfa Segarra
Members

Joseph A. Fernandez
Chancellor

DIVISION OF STRATEGIC PLANNING/RESEARCH & DEVELOPMENT

Robin Willner
Executive Director

It is the policy of the New York City Board of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, as required by law. Any person who believes he or she has been discriminated against should contact his or her Local Equal Opportunity Coordinator. Inquiries regarding compliance with appropriate laws may also be directed to Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York 11201; or to the Director, Office for Civil Rights, United States Department of Education, 26 Federal Plaza, Room 33-130, New York, New York 10278.

8/90

HARMONY IN CAREER LEARNING AND SCHOLASTIC SYSTEM
(PROJECT HI-CLASS)
1989-90

SUMMARY

- Project HI-CLASS was fully implemented. Students received instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), and bilingual content area subjects. The project offered support services such as career advisement, counseling, and extracurricular activities, and conducted activities for staff development and parental involvement.

- The project met its objectives for the content areas, attendance, career advisement, attitude toward school, attitude toward one's heritage, extracurricular activities, and guest speakers. It partially met its objective for dropout prevention. It failed to meet one objective for staff development. Because of lack of data, it was impossible to evaluate the objectives for E.S.L., N.L.A., one objective for staff development, and parental involvement.

Project HI-CLASS completed its second year of an Elementary and Secondary Education Act (E.S.E.A.) Title VII funding cycle. The project offered 635 Chinese- and Spanish-speaking students of limited English proficiency (LEP) instruction in E.S.L., N.L.A., and bilingual content area subjects. Project HI-CLASS provided student support services which included career advisement, counseling, and extracurricular activities and also offered staff development and activities for parental involvement. The parental involvement component of Project HI-CLASS was particularly strong.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Modify the E.S.L. objective so that it can be evaluated using the Language Assessment Battery (LAB).

- Supply all data necessary for program evaluation.

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment. Thanks are due to Hong Zhang for collecting the data and writing the report.

Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
Office of Research, Evaluation, and Assessment
New York City Public Schools
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	Participating Students	1
	Staff	2
II.	IMPLEMENTATION	2
III.	OUTCOMES	3
	Instructional	3
	Noninstructional	4
	Follow-up of Program Participants	8
IV.	CONCLUSIONS AND RECOMMENDATIONS	8

LIST OF TABLES

		PAGE
TABLE 1	Student Achievement in Content Area Subjects	4
TABLE 2	Attendance Rates of Program and Mainstream Students by School	5
TABLE 3	Dropout Rates of Program and Mainstream Students by School	5

I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of Harmony in Career Learning and Scholastic System (Project HI-CLASS). Project HI-CLASS completed its second year of an Elementary and Secondary Education Act (E.S.E.A.) Title VII funding cycle. The participating Spanish- and Chinese-speaking students of limited English proficiency (LEP) received instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), bilingual content area subjects, and pre-vocational training. The project operated at Liberty and Lower East Side Prep High Schools in Manhattan and at Richmond Hill High School in Queens.

PARTICIPATING STUDENTS

Project HI-CLASS served 635 students during the year. Of this number, 222 attended both semesters, 185 attended fall only, and 228 attended spring only. (Total fall attendance was 407; total spring attendance was 450.) The students were recent immigrants from Asia, the Caribbean, and Central and South America and had less than two years of education in the United States. Twenty percent were reading below grade level in their native language. The majority of the project students came from low-income families, as evidenced by their eligibility for the federally-funded free lunch program. Many students worked at part-time jobs to supplement family income.

STAFF

Title VII project staff included a project director and three resource specialists (all with master's degrees) and three paraprofessionals (one with a bachelor's degree and two with high school diplomas). All staff were bilingual; four spoke Chinese and English; the other three spoke Spanish and English.

II. IMPLEMENTATION

Students were eligible for enrollment on the basis of scores at or below the 40th percentile on the Language Assessment Battery (LAB), other test scores, and teachers' recommendations. Students could also request could also request admission into the program.

Participating students could enroll in five levels of E.S.L.; three levels of N.L.A. in Chinese or Spanish; and bilingual content area courses in mathematics, science, and social studies.

Project HI-CLASS offered such support services to students as career advisement, counseling, and extracurricular activities. It also conducted activities for staff development and parental involvement.

III. OUTCOMES

INSTRUCTIONAL

English as a Second Language

- As a result of participating in the program, 70 percent of the students will show an increase in English language proficiency as indicated by mastery of one English syntax objective per 20 days of instruction.

OREA was unable to measure the objective as stated. LAB scores did provide data on gains in English language proficiency. Matching data were available for 299 students. The mean gain was 2.7 Normal Curve Equivalents (N.C.E.s) (s.d.=9.6), and analysis indicated that the gain was significant ($p<.05$).

Native Language Arts

- Seventy-five percent of the Chinese-dominant participants will show a significant increase in Chinese language achievement.

- Seventy-five percent of the Spanish-dominant participants will demonstrate a significant increase in Spanish language proficiency.

Lack of data prevented the evaluation of these objectives.

Content Area Subjects

- At least 70 percent of all targeted students will score at or above the passing criterion of 65.

In each semester, over 75 percent of the students enrolled in bilingual mathematics, science, and social studies classes achieved a passing grade of at least 65. (See Table 1.)

The project met its objective for content area subjects.

TABLE 1

Student Achievement in Content Area Subjects

Subject	Fall Semester		Spring Semester	
	Number of Students	Percent Passing	Number of Students	Percent Passing
Mathematics	344	79.1	322	88.2
Science	116	84.5	92	75.6
Social Studies	337	84.9	324	92.6

- At least 75 percent of students passed content area courses in each of the subject areas both semesters.

NONINSTRUCTIONAL

Attendance

- Program students' attendance rates will be significantly higher than those of mainstream students.

In all three schools, the program students' attendance rates were significantly higher than those of mainstream students ($p<.05$; see Table 2). Project HI-CLASS met its objective for attendance.

Dropout Prevention

- Program students will have a significantly lower dropout rate than similar non-program students.

The program students from Liberty and Lower East Side Prep High Schools had significantly lower dropout rates than did mainstream students ($p<.05$). The program students from Richmond Hill High School had a dropout rate that did not significantly differ from that of mainstream students. (See Table 3.)

Project HI-CLASS partially met its objective for dropout prevention.

TABLE 2

Attendance Rates of Program and Mainstream Students by School

High School	Program		Mainstream
	Number of Students	Percent Attendance	Percent Attendance
Liberty	245	96.7*	92.2
Lower East Side Prep	186	96.0*	83.3
Richmond Hill	102	91.8*	82.8

*Attendance rate is significantly greater ($p<.05$) for program than for mainstream students.

- While the mainstream attendance rates were high, the program attendance rates were significantly higher.

TABLE 3

Dropout Rates of Program and Mainstream Students by School

High School	Program		Mainstream
	Number of Students	Dropout Rate	Dropout Rate
Liberty	245	0.0*	5.2
Lower East Side Prep	186	0.0*	15.9
Richmond Hill	102	2.4	5.3

*Dropout rate is significantly lower ($p<.05$) for program than for mainstream students.

- The dropout rates of program students at two schools were significantly lower than those of mainstream students at two schools.

Career Advisement

- All graduating students will meet with the bilingual career specialists for advisement at least three times during the school year.

The project met this objective by providing career and college advisement at least three times to graduating and other students, as well as responding to students who consulted the staff about personal problems of adjustment.

Attitude Toward School

- Seventy-five percent of the program students will demonstrate an improvement in attitude toward school.

Students at Liberty and Lower East Side Prep High Schools (N=189) rated their attitudes toward school using Likert scores (scores ranged from one to five, with five being the most positive).

The students' mean rating before the program was 2.5 (s.d.=0.67); their mean rating after the program was 3.8 (s.d.=0.64). Ninety-four percent of the students indicated a gain of at least one scale point. The project met its objective for attitude towards school.

Attitude Toward One's Heritage

- Seventy-five percent of the students will demonstrate an improvement in attitude towards one's heritage.

The students at Liberty and Lower East Side Prep High Schools (N=116) rated their attitudes toward their cultural heritage using Likert scores. Their mean rating before the program was 2.6 (s.d.=0.86) and their mean rating after the program was 3.9 (s.d.=0.66). Ninety-four percent of the students

indicated a gain of at least one scale point. The project met its objective for attitude toward one's heritage.

Extracurricular Activities

- The program will organize at least two field trips for the targeted students to historical museums and the United Nations to increase their familiarity with American culture.

The project organized four trips during the school year. Destinations included: the Museum of Natural History, the Statue of Liberty, a theme park in New Jersey, and Washington, D.C. The project met its objective for extracurricular activities.

Guest Speakers

- The program will organize at least one conference for students where representatives of business and industry will present information on career options and skills requirements.

The project organized two Career Days offering workshops and speakers from various fields. Project HI-CLASS met its objective for guest speakers.

Staff Development

- Eighty percent of the staff will demonstrate an increase in awareness of pupils' needs and pupils' problems.

OREA was unable to evaluate the first objective for staff development because of a lack of data.

- Ninety percent of the program staff will enroll in at least one university course each semester.

The project paid tuition for four project staff members and three non-project staff) to take university courses. However, since less than 90 percent of program staff enrolled in university courses, Project HI-CLASS failed to meet its second

staff development objective.

Parental Involvement

- The proportion of program students' parents who participated in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

The parents of program students participated in Open School Day/Evening activities. However, there was no information as to how many program or mainstream parents attended.

The project organized E.S.L. classes for parents and computer skills classes for both parents and students. The project held a monthly parents' meeting to inform them about program services and students' performance. Although data were not available to assess the achievement of the parental involvement objective as stated, it was evident that Project HI-CLASS provided a variety of activities to parents.

FOLLOW-UP OF PROJECT PARTICIPANTS

During the year, 83 students left the program. Of this number, four graduated, one received a General Equivalency Diploma, eight were completely mainstreamed, 62 transferred to another program or school, three left the United States, and five dropped out of school.

IV. CONCLUSIONS AND RECOMMENDATIONS

In its second year of operation at two high schools in Manhattan and one in Queens, 635 Chinese- and Spanish-speaking LEP students who participated in Project HI-CLASS received

instruction in the E.S.L., N.L.A., and content area subjects. The project also conducted a variety of activities for parents and assisted staff members in furthering their education. Participating students demonstrated high passing rates in content area courses, enabling the project to meet its content area objective. Project HI-CLASS met its objectives for the content areas, attendance, career advisement, attitude toward school, attitude toward one's heritage, extracurricular activities, and guest speakers. It partially met its objective for dropout prevention. It failed to meet one objective for staff development. Because of lack of data, it was impossible to evaluate the objectives for E.S.L., N.L.A., one objective for staff development, and parental involvement.

Strengths of the program included the E.S.L. and parental involvement components. Although OREA could not evaluate the objective for E.S.L. as stated, pre- and posttesting on the LAB revealed that students significantly increased their English language proficiency. While OREA could not evaluate the objective for parental involvement, it was apparent that the project provided a wide variety of informative and educational activities for parents.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Modify the E.S.L. objective so that it can be evaluated using the LAB.
- Supply all data necessary for program evaluation.